

HAND-BOOK
ON
PEDAGOGICS.

J. W. WOODY.

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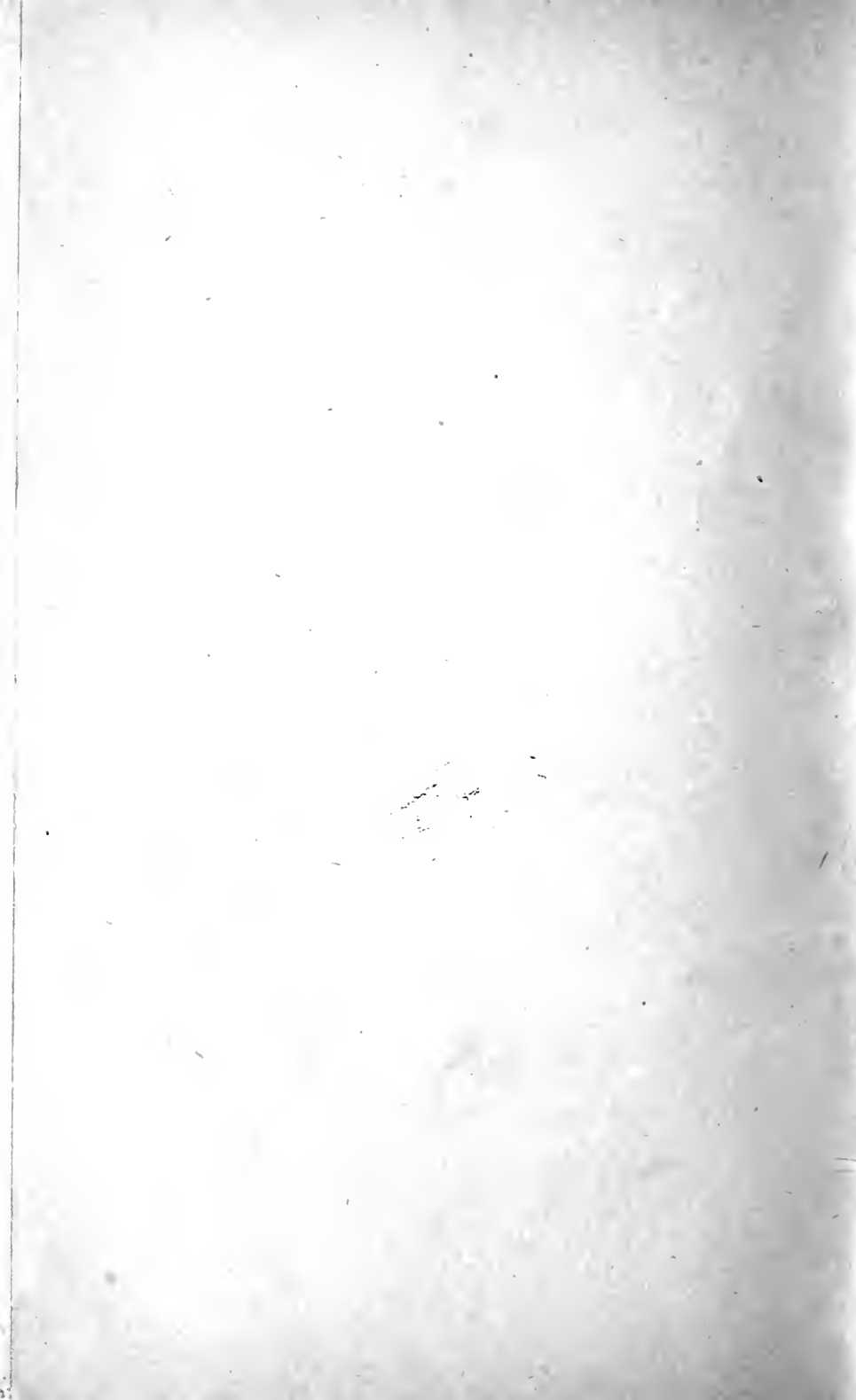
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A
HAND-BOOK
ON
PEDAGOGICS,

BY

✓
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There is pleasant and successful labor in the teacher's profession for those who enter it with a high aim, and who possess strong faith in the infinite possibilities that lie hidden in the child.

Give us light amid our darkness ;
Let us know the good from ill ;
Hate us not for all our blindness ;
Love us, lead us, show us kindness—
You can make us what you will.

We are willing—we are ready ;
We would learn if you would teach ;
We have hearts that yearn towards duty,
We have minds alive to beauty,
Souls that any heights can reach !

We shall be what you will make us—
Make us wise and make us good !
Make us strong for time of trial ;
Teach us temperance, self-denial,
Patience, kindness, fortitude.

—*Mary Howitt.*



INTRODUCTION.

A definite and predetermined end is essential to successful work in the department of teaching. He who would construct a bridge or build a factory, must first have in his mind a clearly defined conception of the bridge to be constructed or factory to be erected. He must also have a knowledge of the properties and capacities of the different materials to be used. So the teacher who would do a conscientious and successful work in the shaping and building of character, must first have a clear conception of the end to be accomplished. He must also have a knowledge of the material out of which he is to build.

He must have asked and answered for himself the questions: What is the prime end in teaching? What is the thing to be done? And what is the nature of the material upon which the teacher is to work? The last question—

What is the nature of the material upon which the teacher is to work can be fully answered only in a comprehensive analysis of the faculties and organs of the pupil, with their tendencies and environments. If it were necessary, limited space will not allow that we here undertake to enter very thoroughly upon this analysis. This must be left to works on mental and moral science. In each pupil there is a combination of matter and force. There are the material substances, the

vital forces, mental faculties and moral tendencies held together in their wonderful combination, and with such an inter-dependence that the complete development of either one can only be had through the harmonious development of the whole.

The elements of combination, as found in each individual, may be regarded as certain powers and divided into three general classes : as the mental powers, the moral powers, and the physical powers.

These powers or energies, constitute the material upon which the teacher works—a *material unlike* the timber of the carpenter, the potter's clay, or the marble under the chisel of the sculptor. These are so many dead bodies, to be shaped by influences outside of and entirely distinct from themselves.

Not so with the material in the hands of the teacher. It is his part to deal with powers—living and self-acting powers—the development and tendencies of which are determined by forces acting from within as well as by influences from without. The potter gives shape to the clay by the outward force which he brings to bear upon it ; the teacher gives form and strength to the intellect by calling out and directing its inner energies. The material of the one, is dead matter to be shaped, that of the other, is living energies to be called out and directed.

With this idea of the material we come to the question:—***What is the prime end of teaching?*** What is the teacher's part in connection with this material, in order that the best results may be attained in preparing pupils for the labors and responsibilities of life?

The teacher's work may be said to consist, in most part, of, *first*: The development of powers ; *second* : The formation of correct habits, and *third*: The impartation of knowledge. It is principally through these three channels that the prime end of teaching is to be reached—which end is the development of strong character.

The development of powers and formation of habits may be esteemed of more importance than the acquisition of knowledge, yet each should be made auxiliary to the other two. A normal development of powers, through the impartation of useful knowledge, is ideal success in teaching.

The tripod is selected by civil engineers as the instrument best adapted for standing steadily on even or uneven surfaces ; so the individual character, if it be able to stand upon the rough highways of life, must rest upon the mental faculties, moral forces and physical energies, matured in a harmonious development. To neglect either one is to bring weakness to the whole.

The natural order in which the different faculties of the mind become prominently active, is important to the teacher. In their order of development, the mental faculties seem to be called into use in sets or classes. Thus grouped together, we have the faculties of observation, of retention, and of reasoning.

First in importance, and in the order of development, are the faculties of observation. It is through these faculties, and these alone, that the soul comes in contact with the material world.

By means of the five bodily senses—the eye, the ear, the smell, the touch and the taste—together with the faculties that use them, the mind takes in its first pictures or ideas of material objects.

Ideas thus received into the mind form the primary basis of all knowledge.

If the powers of observation are not properly developed, which is too often the case, the primary knowledge will be defective, both as to quality and quantity. Fewer objects will be recognized by the mind, while the ideas of these objects will be lacking, both in clearness and distinctness.

With the primary knowledge thus defective, all secondary knowledge must be indefinite, and, in a measure, inaccurate.

The retentive and reasoning faculties must build out of the material furnished by the powers of observation.

The reliableness of the retentive faculties depends upon the perception.

The mind retains longest those things of which it has a definite comprehension. Things are readily forgotten, because they are not accurately known. Not only so, but clearness and distinctness in primary knowledge, give courage in processes of reasoning and confidence in derived judgments. Hence, it may be readily seen, that to neglect the culture of the faculties of observation, is to make thorough scholarship impossible, whatever the attention that may afterward be given to the other faculties of the mind.

In brief outline we have endeavored to notice some of the prominent points relating to the end of teaching.

We have also noticed the distinctive features that mark the nature of the material upon which the teacher is to work.

The following chapters and classifications will deal, in most part, with the plans and methods by which the end may be best reached: What is the food upon which the mind should be fed; at what time and in what quantities should this food be given; and what the methods of instruction and discipline to be employed, in order that the best results may be attained?

Different courses of study, and different methods of instruction and government have been proposed and carried out with seemingly good results. The teacher must be natural in his methods of work. As a rule, great teachers have been great in their own methods.

But teaching is a science as well as an art. There are certain principles that underlie all successful work in the department of education. These principles have their origin in the make-up and natural tendencies of the pupil.

All questions, relating to either courses of study, methods of instruction or discipline, should be considered and determined with reference to the natural growth and balanced culture of all the faculties and powers.

LECTURE I.—TEACHING.

TEACHING.

- | | | |
|----------------------------|---|---|
| 1. The Prime End. | { | <div style="display: inline-block; vertical-align: middle;">1. Definition.</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <div style="font-size: 3em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> The development of character is the chief end of teaching. </div> </div> |
| | | <div style="display: inline-block; vertical-align: middle;">2. Statement.</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <div style="font-size: 3em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> <div style="margin-bottom: 10px;">1. The end must be definite and predetermined in the mind of the teacher.</div> <div>2. To be successful the end must be pursued with an absorbing interest.</div> </div> </div> |
| 2. The Teacher's Work. | { | <div style="display: inline-block; vertical-align: middle;">1. The development of powers.</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">2. The formation of correct habits.</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">3. The impartation of knowledge.</div> |
| 3. The Teacher's Material. | { | <div style="display: inline-block; vertical-align: middle;">1. Mental Powers.</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <div style="font-size: 3em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> <div style="margin-bottom: 10px;">1. Powers of observation.</div> <div style="margin-bottom: 10px;">2. Retentive powers.</div> <div style="margin-bottom: 10px;">3. Reasoning.</div> <div>4. Judgment.</div> </div> </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">2. Moral Powers.</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">3. Physical Powers.</div> |

LECTURE I.—TEACHING.

PRINCIPLES STATED.

1. "The end and aim of education is the emancipation of the youth. It strives to make him self-dependent, and as soon as he has become so, it wishes to retire and to be able to leave him to the sole responsibility of his actions."—*Karl Rosenkranz*.

2. "The absolute limit of education is the time when the youth has apprehended the problem which he has to solve ; has learned to know the means at his disposal and has acquired a certain faculty in using them."—*Karl Rosenkranz*.

3. "The teacher must not only know thoroughly and fundamentally what he teaches, but must study well the laws which govern the exercises, and develop the faculties of those whom he teaches ; he must know both the lesson and the scholar, and the means by which the two may be brought into fruitful contact."—*Karl Rosenkranz*.

4. "No system or method can be efficient without the intelligence and industry of the teacher, and without he is religiously imbued with a high sense of the dignity and importance of his work."—*Tule*.

5. "The successful teacher must in his own person form a connecting link between the art and the science of education."—*Craig*.

6. "Education must recognize and fully comprehend the individuality of the pupil, neither allowing the arbitrary exercise of his will or that of the teacher."—*Heinroth*.

MENTAL DEVELOPMENT.

In its general acceptation, development implies a gradual growth through a series of successive changes.

It is in this sense that the term is applied to the unfolding and strengthening of the faculties and capacities of the mind.

Then, what is the prime end in the cultivation of the mind? What shall be our conception of a rightly developed mind?

What shall we expect it to be able to do?

Under proper influences of culture, each mind will be natural and retain its distinctive individuality. Yet in all minds there are certain powers that may be developed through a systematic training, and to develop these powers should be the chief end of mental discipline.

I. ***There is the ability of the mind to take in pictures or images of external objects*** through the five bodily senses. The importance of cultivating this power has been referred to in the preceding chapter, under the head of observation, and will need but little further notice here, only that it may be mentioned and classed as first among the powers which are characteristic of a rightly cultivated mind.

II. ***The ability to retain and reproduce these images at will.*** To be able to retain, without the ability to bring up or reproduce, shows a lack of system in the operations of the mind. It is like a merchant when his house is full of goods and he cannot readily find the article wanted.

III. ***The ability to elaborate,*** or take the

material already in the mind and, by a process, of comparison, selection, re-arrangement or re-combination, produce that which is new and different. This power of elaboration, or the ability to take the material already in the mind, and out of it produce new and additional material is, in common, called the power of thought. It is the power that invents, plans, and originates. It collects together the facts of discovery, and establishes the principles of science. It gives improvements to the arts and progress to civilization.

IV. *The ability to so express thought* that it may be intelligibly received by others. It is not enough that the mind be able to take in and retain primary knowledge, and, through elaboration, produce additional or secondary knowledge, but it should be able to convey its knowledge to other minds. An individual who has a store of knowledge and cannot express it to others, has been very aptly compared to a man with a box full of tools, but wanting the ability to use them.

The above four powers are characteristic of a strong and balanced mind, and the culture of these powers comprehends, in most part, the prime end of mental training.

Different minds possess these powers in different degrees of strength. In some the faculties of observation appear most prominent, while in others we see more the ability to reproduce or elaborate, and still others excel in the use of language or the ability to express thought readily and clearly. But be the natural tendencies of the mind as they may, its powers *to do*, are very largely the result of the training which the mind has had.

Then what system of mental training will be most efficient in the harmonious development of the above named powers?

In answering this question, there are three things to be kept prominently in view.

I. The natural order in which the faculties of the mind develop.

II. The branches of study best adapted to the growth and strengthening of these different faculties

III. The method of instruction to be employed in awakening in them a healthy energy at their various stages of growth.

The mental faculties mutually influence one another in the several processes of observation, retention, reasoning and judging.

Thus grouped, with reference to their relation in the different processes of mental action, ***the natural order of the mind's development*** may be stated as follows: 1. Observation. 2. Retention. 3. Reasoning. 4. Judgment.

The faculties of retention and observation seem to be closely related in their processes and also in their time of development. The same may be said in reference to the faculties of reason and judgment; but the process which is first, both in time and importance, is observation.

The mind must first take in before it can retain, and the ability to retain depends upon the accuracy of the perception.

Nothing that can be said, however, on this subject is so instructive to those who will study it, as the child itself.

Study its inquisitive nature as it begins to observe objects in the nursery, to reach after

things near and far. See it turn its rattle over and over, throw it down and pick it up again with new interest ; observe as it listens at sounds, and tastes everything that it can put its hands on. See it again, the little boy or girl of three or four summers, with a restless inquisitiveness that wants to look into every drawer and nook and corner in the house ; see everything that passes along the road or street ; ask more questions than even the good mother has the patience to answer. Then comes the inclination to memorize and speak little verses, hear and repeat stories, remember names, places, &c. Following this natural transition, at length we have the boy or girl in their teens ; reflecting and reasoning, and looking with some degree of distrust upon the counsel of their parents and friends, but hardly willing to rely upon their own conclusions. And still farther on in life the maturing judgment gives us the more stable character of manhood and womanhood.

It is important to recognize this natural order of growth in determining both the means and the methods of teaching, inasmuch as there is a particular kind of food and discipline suited to the exercise of each faculty, and upon the judicious application of these depends, in a large measure, success in education. The powers may be cultivated with the best effect at the period of their natural activity.

The teacher, then, who is acquainted with the natural growth of the mind (as every teacher should be,) knows better how to follow up mother Nature in her methods of education, by bringing to the attention of the pupils subjects suited to their several needs.

It is principally in a comprehensive knowledge of the natural growth and operations of the mind, that the teacher finds his most satisfactory answers to all questions relating to its highest culture. Let no teacher consider his library complete until it contains standard works on mental and moral science.

LECTURE II.—MENTAL DEVELOPMENT.

MENTAL DEVELOPMENT.

1. The End. {
1. Ability to take in pictures or images of external objects.
 2. Ability to retain these images in the mind and call them up at will.
 3. Ability to elaborate.
 4. Ability to express thought correctly and readily.

2. The system. {
1. As conditioned { Observation.
on the natural or- { Retention.
der of the mind's { Reasoning.
development. { Judging.
 2. As related to the mental food or branches to be studied.
 3. As to the method of instruction and discipline.

3. Principles Stated. {
1. Unnatural discipline tends to distorted culture: all means and methods must be made conformable to nature's laws.
 2. The power of thought is obtained by systematic thinking; mental growth depends upon mental action.
 3. A protracted exercise of the faculties tends to exhaustion and weakness, while a change of occupation renews the energy of their own action.
 4. "No exercise should be so difficult as to discourage exertion, or so easy as to render it unnecessary."
 5. The teacher is not one who tells, but one who sets the learner's mind to work, directs and regulates its rate of advance.—*Joseph Payne.*
 6. Development must be harmonious.

LECTURE II.—MENTAL DEVELOPMENT.

REMARKS.

"The greatest events of an age are its best thoughts. It is the nature of thought to find its way into action."

2. "Thought means life, since those who do not think do not live in any high or real sense."

3. "Man is a thinking being, whether he will or no. All he can do is to turn his thoughts the best way."

4. "It is only by labor that thought can be made healthy, and only by thought that labor can be made happy; and the two cannot be separated with impunity."

5. Primary knowledge is acquired in two ways—by looking out through the senses or by looking in by the mind's intuitions.

6. With the primary knowledge defective, all secondary knowledge is to that extent unreliable.

7. Confidence and ability in the expression of thought is in a large measure dependent on the faculties of observation and elaboration. One cannot very clearly and distinctly express himself concerning a subject while his own ideas of the subject are somewhat indefinite.

8. The foundation of unreliable scholarship is generally laid in habits of careless observation.

MORAL CULTURE.

Moral law is the basis of civilization and all successful human endeavor.

"To the thinking observer," says Harris, "nothing can be more obvious than the fact that the whole fabric of society rests on the proper moral training of the youth."

Says another writer : "There is a great law pervading the universe, which to know is wisdom, to love is piety, and to obey is holiness. It is the perpetual revelation of the Divine will, the ceaseless manifestations of the Deity to man. By it the heavens revolve, declaring as they pass, the glory of God. By it all nature lives and moves in delightful harmony. It bids the busy ant provide her meat in the summer, and the bird of passage to fly from the winter storm."

That mankind may come into harmony with this law in its applications to the individual, to society, and to the State, comprehends in most part, the end of moral culture in the school.

There are certain faculties or powers in each individual which tend to bring him into harmony with the Divine Will, and hence upon their development depends his moral strength. To form a basis for reliable character in the pupil six things are essentially important.

I. To develop a clear and discriminating moral sense—an ability and tendency to draw the line between right and wrong with clearness and dispatch. Upon this power

rests very largely the decision of character. With a highly cultivated sense of the right, there is not so much a tendency to parley with the wrong, to yield to evil associations.

II. *To cultivate a love for the truth and the right*, a desire to do what is right for right's sake.

III. *To inspire a confidence in the tendencies and power of truth.* It is natural for the youth to admire that which possesses the elements of strength and success. A consciousness of the power and outcome of right principles creates a desire to seek results through obedience to the laws of truth.

IV. *To inspire a confidence in humanity* and develop a tendency to look for the good instead of the evil—"to recognize the good in all, and to receive good from all."

The mind that feeds on the failings of others, gets little to nourish the hopes and purposes of a noble life.

V. *To awaken a confidence in God* as the author of all truth and of all law, and in Jesus Christ, as the great teacher and Redeemer, the source of energy and the revealer of truth.

VI. *To inculcate in the mind of youth pure motives* and purposes, whereby they may be continually led into the pursuit of noble ends.

"The soul that has no singleness of aim is distracted and divided, and loses its power"—*Clark*. Says Horace Mann: "When a teacher stimulates a child to the performance of actions, externally right, by appealing to motives intrinsically wrong, he sells that child into bondage to wrong motives."

Such, then, may be regarded as the principal

elements that constitute the end of moral training. *The means* by which this end may be reached are various ; depending upon the circumstances and the dispositions of the pupil.

"To teach morals," says Chas. Brooks, "is first to impart moral ideas into children's minds by words, and then, by exercise and example to make those moral ideas become active principles embodied in the life."

The principal means to be employed in moral culture are in the main as follows :

I. *The general bearing of the teacher.* Children are among our best observers. They are not long in discovering the motives and principles behind the teacher's actions. His habits, his temper, his impartiality, and his justice, together with the interest which he feels in the work of the school, are readily seen by the pupils, and have a great influence in determining their dispositions and motives. It has been aptly said by Niemeyer : "What children see constantly done by those whom they respect and love, they soon come to think is what ought to be done." "The first work of a teacher," says Reynolds, "is to honor by his own example the precepts which he recommends."

He should be true to his pupils, true to himself, and true to the profession which he has chosen.

"O'er wayward children wouldst thou hold firm rule,
And sun thee in the light of happy faces ?

Love, hope and patience--these must be thy graces,
And in thine *own heart* let *them* first keep school."

II. **Moral instruction.** This may be either *direct* or *indirect*.

There are many cases in which it is necessary to teach children directly what is right and what is wrong ; but the most lasting impressions, those which become blended into the individual character, are mostly obtained by indirect instruction—instruction in which the moral food is mixed with the intellectual.

The means to be employed in this instruction are in most part as follows, viz:

a. Discussions on moral questions by the teacher and the pupils. These subjects may be selected by the teacher, and introduced at such times as may seem best. There should be great freedom in the discussions. The time, nature of the subject, and method of discussion must be left to the common sense and good judgment of the teacher.

b. Declamations and Composition Writing. Noble thoughts committed and recited in well selected declamations, or gathered up and embodied in essays, furnish a wholesome food for the moral faculties. In these exercises the pupils not only strengthen themselves, but they help and encourage one another. A moral principle, searched out and expressed by a pupil, is often more readily received than if it had been presented directly by the teacher. It is difficult to measure the moral influence that a well-arranged school exhibition may have on a community. The ennobling thoughts rehearsed by the children take root not only in their own minds, but also in the minds of the parents.

c. Text-Books and Literature. Every

book, magazine or newspaper read, has its influence either for or against moral culture. "Books, like teachers, must have morality in them or else they cannot impart it." Especially is this true in regard to school readers.

d. Stories and Anecdotes Selected from History and Biography. "To hear about good men," says Richter, "is equivalent to living among them." The boy who reads Dr. Livingstone's travels in Africa, the boyhood days of Franklin, or the life of William Wilberforce in his efforts for human freedom, will imbibe principles and motives of action that will ever tend to inspire and direct him in a more noble life.

The girl who follows Elizabeth Fry through her prison work in England, or Mary Lyon, struggling against great difficulties to obtain an education, and afterwards in her successful labors at Mount Holyoke Seminary, will have a nobler heart and a better appreciation of the opportunities and responsibilities of her sex.

Moral lessons are the more lasting, as they are blended with the common stock of knowledge which the pupil acquires.

Pupils much prefer being instructed in knowledge to being lectured on morality.

III. *The Exercise of the Moral Faculties.*

The secret of successful teaching is to excite and keep alive a spirit of wholesome activity among the pupils. As with the mental and physical powers, so it is with the moral faculties. They strengthen by exercise, but weaken by inaction. The tendency and power to do right comes by doing right. The inclination to think nobly is obtained by dealing with noble thoughts.

Dunning has well said : " Character is formed by training rather than by teaching. A teacher cannot lecture a child into good manners, nor change habits of any kind by the longest speech. Habits are changed only by repetition of doing, and it is in these doings that training consists."

LECTURE III.—MORAL CULTURE.

MORAL CULTURE.

2. The Means.	I. The End.	1. As to the General.	}	Harmony with the Divine will.
		2. As to the particulars.		
II. Moral Instruction.	2. Indirect.	1. A clear and discriminative moral sense.	}	
		2. A love for the truth and the right.		
		3. A confidence in the tendencies and power of truth.	}	
		4. A confidence in humanity.		
		5. A confidence in God as the author of truth.	}	
		6. The inculcation of pure motives and noble purposes.		
		7. Habits of moral obedience.	}	
	I. The general bearing of the teacher.	1. Direct.	}	Precepts.
		2. Indirect.		
		<i>a.</i> Discussions on moral questions.	}	
		<i>b.</i> Declamations and Composition writing.		
		<i>c.</i> Text-books and literature.	}	
		<i>d.</i> Stories and anecdotes from history and biography.		
		<i>e.</i> The neatness, arrangement and surroundings of the school-room.	}	
	III. Exercise of the moral faculties.	<i>a.</i> In doing right.	}	
		<i>b.</i> In feeling right.		
		<i>c.</i> In thinking nobly.	}	

LECTURE III.—MORAL CULTURE.

PRINCIPLES STATED.

1. "What children see constantly done by those whom they respect and love they soon come to think ought to be done.—*Niemeyer*."

2. "Nothing can influence character like character,"

3. "Character is formed by training rather than by teaching."—*Dunning*."

4. A tendency to do right is acquired by right doing. A pure and noble mind results from thinking pure and noble thoughts.

5. "Believing that a boy has some good in him and letting him know that you believe it, is one of the best means of putting it there."—*N. A. Calkins*."

6. "To hear about good men is equivalent to living among them."

7. Moral lessons are the more lasting as they are blended with the common stock of knowledge which the pupil acquires. Pupils much prefer being instructed in knowledge to being lectured to on morality.

8. "Motives are better than actions. He that does good for good's sake, seeks neither praise nor reward, though sure of both at last."

9. "The great ends of life are best gained by him who, in all his conduct, is animated by the love of Christ."

10. "The soul that has no singleness of aim is distracted and divided, and loses its power."

PHYSICAL CULTURE IN THE SCHOOLS.

Education in its chief end comprehends a complete culture of the entire person.

The natural independence existing between the body and the mind is such, that to secure a complete development of either there must be a harmonious development of both. Physical culture, therefore, is a part of the teacher's work. In addition to the education of the moral and mental faculties, there must be that physical training necessary to secure the growth, health, and right tendencies of the body. For evidences of the needs for physical training, we have but to refer to the large number of students continually coming out of our schools, ill of health, deformed in stature, ungraceful in their movements, embarrassed with injurious and uncouth habits, and without sufficient energy to follow up the desires and purposes of an active mind.

Teachers often meet with discouragement in the influences that surround the pupils in their home association. Perhaps there is no part of the teacher's work in which discouragements are more common than in their efforts toward physical culture. Yet there is much that the conscientious teacher can do for the health and general bearing of the student.

In order that the efforts put forth may be proper and rightly directed, it is necessary in

this, as in mental and moral culture, that there be a purpose and plan definitely defined in the teacher's mind. There should also be a knowledge of the organism of the human body, with the laws that govern its growth and activity. Presuming, then, an acquaintance with the anatomy and hygiene of the body, it remains for us to inquire into the best means and methods for its training.

The end of physical culture may be noticed under the following five subdivisions.

I. **Bodily strength and symmetry.**

These are but the outgrowth of natural development. Any weakness or deformity, however slight, has its origin in the violation of one or more of the natural laws of growth. The body becomes stouter and more capable of resisting disease as all the different parts are proportionally developed.

And there is an influence in the dignity of bearing which is too lightly esteemed by many educators. The student who comes out of school with hollow cheeks, humped shoulders, or boorish habits, commences the race of life to a disadvantage. If he be not more subject to disease, his general appearance is taken as an index of his lack of energy and self-respect, and is an influence against him. Some very strong and good men have had their bodily infirmities, yet these defects cannot be taken as marks of greatness. Even nose-glasses, as worn by our young collegiates, cannot be esteemed more than *prima faciæ* evidence of scholarship.

II. **The discipline of the physical powers.**

Development and discipline are very closely related, yet one is not necessarily the result of

the other. Discipline fosters development, but development does not, of itself, secure discipline. Development signifies a growth of the different parts of the body ; discipline denotes a control of these parts by the will. That the body may serve the soul that lives in it, it must be disciplined into obedience to the will that dictates its movements.

The limbs must be trained to move, the senses to perceive, and the voice to modulate.

III. ***Correct habits in bodily movements and posture.*** What an individual is or will be, is very largely determined when his habits have been formed. Personal influence, physical capabilities and moral tendencies are the resultant outgrowth of fixed habits.

IV. ***Naturalness in the bodily appetites.*** The appetites are either natural or abnormal. They originate in the bodily needs or they are created by outward influences. The gratification of the natural appetite supplies the needs of the body and maintains a healthy growth of its organism. The abnormal or unnatural appetites may be a craving for what is poisonous to the vital energies, as tobacco, alcoholic drinks or morphine ; or it may be simply a desire to partake of what the system does not need (as in a case of over-eating). In either case the gratification of the desire is pernicious in its effects.

V. ***A wholesome energy.*** Man is not by nature a lazy animal. The healthy child is full of life and industry. If the grown up man or woman be sluggish and indolent it is not the fault of nature, but rather the result of disease and wrong tendencies acquired through bad training, or it may be no training. Then, to

foster the life, and direct the spirit of industry found in childhood, should be one of the chief aims of education.

The means and methods by which the above named ends may be best attained are somewhat difficult to classify and define. The means to be used, and the methods to be employed, are so blended together that the end seems to be accomplished more by the method becoming the means, than through means in the hands of methods.

(a). ***The nature and arrangement of the school rooms and school furniture*** have an influence in the physical as well as the moral and intellectual training of children. The shape and size of the room, the location and arrangement of windows for the admission of light, the means for heating and ventilation, the kind, height and arrangement of desks and recitation seats, the position of teacher's desk and blackboards, &c., with the cleanliness and attractiveness of the entire room, have a bearing upon the symmetry, health, industry and cheerfulness of the school that must not be overlooked.

Bring an uncouth, aimless boy for the first time into a comfortable, well-ventilated and well-lighted school room. As he seats himself and looks around upon the tidy desks and the clean floor and the fresh-looking maps and pictures before him on the wall, he begins to straighten himself up with a dignity of bearing and to feel impulses of courage and self-respect and purpose never known to him before.

(b). ***The posture and movements of the pupils*** should have proper attention. The practice of allowing children to sit on desks too high or

too low, or of permitting them to lounge in their seats, is productive of bad results. If there should be no bodily deformities there will be formed awkward and unnatural habits of sitting, to embarrass the student in after life. Children who are required to sit in an erect and natural attitude are not only more healthy and symmetrical in their growth, but they are more cheerful and energetic because of the more favorable condition of their vital organs.

(c). ***The habits and general appearance of the teacher*** have a telling influence on the conduct and bearing of the pupils. Extravagance in anything is an indication of bad taste, but the teacher who would be a good disciplinarian must continually bear about in his own body the marks of good training. He must observe habits of neatness and show a natural gentility in posture and actions.

(d). ***Gymnastics and Calisthenics*** have been introduced into many schools with good results. These systematic exercises, when under the direction of a competent instructor (as such exercises should be), may be made a means for securing, what the term calisthenics implies,—“beautiful strength,”—wholesome energy, natural symmetry and graceful movement.

(e). ***Pupils should be instructed in the principles of physiology and hygiene.*** This instruction may be given in part by means of text-books and in part by oral teaching. By a system of oral lessons, a thing indispensably necessary in the lower-grade work, children may be interested and receive information on many things pertaining to the

science of health, which they should learn before they can be expected to take up Physiology as a regular study in school.

Instruction given on the principles of health should be accompanied by teachings on physical morality. The child should learn, at a very early day, not only how to grow and keep well, but he should be made to believe that it is his duty to preserve his health; that every time he violates a law of hygiene he commits a sin, and that any indulgence in this direction "will bring its penalty bitter and sure."

LECTURE V.—CORRECT HABITS.

CORRECT HABITS.

- | | | | | | | |
|-------------------------|---|--|---|--|---|--|
| 1. Definition. | { | A habit is a tendency to perform certain actions which is acquired by their frequent repetition. | | | | |
| | | 1. Physical. | { | As relating to actions and positions of the body. | | |
| | | | | As relating to the appetite. | | |
| | | | | | | |
| | | 2. Kind. | { | 2. Mental. | { | As relating to the actions of the mind as a whole. |
| | | | | | | As relating to separate faculties of the mind. |
| | | | | 3. Moral | { | As relating to the tendencies of thought |
| | | As relating to actions. | | | | |
| | | 3. Value. | { | 1. As a primary end, | { | Being essential to substantial character. |
| | | | | 2. As an aid in the management of the school. | | |
| 4. Aids in formation of | { | 1. Right classification of pupils in studies.
2. Arrangement of work in programme.
3. The seating and arrangement of the school. | | | | |
| | | 4. Pupils' work out of school. | { | 1. It should be something definite to do, that they can do, and that will occupy their time. | | |
| | | | | 2. It should be so done that the pupils' efforts may be graded at each recitation. | | |
| | | 5. The recitation or work of pupils in class. | | | | |
| | | 6. Good habits in the teacher. | | | | |
| | | 5. How secured. | { | 1. By repeated efforts. | | |
| | | | | 2. By not trying to form too many new habits at the same time. | | |
| | | | | 3. By working in harmony with nature's laws. | | |

LECTURE V.—CORRECT HABITS.

PRINCIPLES STATED.

1. The ability and tendencies of an individual are largely determined by the habits formed.

2. The formation of correct habits tend to bring youth into harmony with the principles and laws of truth, and this is freedom.

3. "Habits render labor easy and the performance of duty a pleasure"—*Tate*.

4. "Habits fortify us against bad example and shield us from the force of sudden temptation."

5. "Intellectual habits are not less essential to man than those habits that have relation to conduct."

6. "The habit of working out results from first principles and not by rules exercises a most salutary influence in the development of the faculties of children."

7. The habit of relying on one's own efforts in place of depending on help from others, has a healthful influence in the formation of reliable character.

8. In its natural condition the body is symmetrical in form and graceful in posture and movement. The young man who comes out of school with protrusive chin, humped shoulders and unseemly habits, commences the race of life to a disadvantage. He may possess a disciplined mind, stored with knowledge. Yet his appearance is taken as an index of his character, and is an influence against him.

LECTURE VI.—POWERS OF OBSERVATION.

POWERS OF OBSERVATION.

- | | |
|--|--|
| 1. Definition. | { The five bodily senses and the faculties of the mind that use them constitute the powers of observation. |
| 2. Their place in the natural order of the mind's development. | |
| 3. As to importance. | { <ol style="list-style-type: none"> 1. In the acquisition of knowledge. 2. As an aid to memory. 3. As a remedy against timidity. 4. As related to the expression of thought. 5. As essential to accurate scholarship. |
| 4. How Cultivated. | { <ol style="list-style-type: none"> 1. By repeated and accurate observation. 2. By the reproduction of images taken into the mind by observation--the description of things seen. 3. By the natural method of instruction. 4. By studies in the natural sciences. |
| 5. Principles Stated. | { <ol style="list-style-type: none"> 1. "Before a child is capable of talking its education should be commenced. 2. The five senses--the inlets of its earliest knowledge should receive the most careful attention, that habits of accurate observation may be early formed. 4. The reliableness of the memory and the accuracy of the judgment are dependent upon the culture of the powers of observation. |

LECTURE VII.--MEMORY.

MEMORY.

1. Definition. } Memory is the faculty for retaining
and recollecting images or ideas in
the mind.
2. As to the kind. } Spontaneous.
Volitional—recollection.
3. As to place in the natural order of the mind's development.
4. As to importance. } 1. As preliminary and auxiliary to all
processes of thinking.
2. As a source of pleasure.
5. How aided in development. } 1. Cultivate habits of careful observation as a basis.
2. Disencumber the mind of things frivolous.
3. Cultivate the habit of systematic study by instruction given on a regular and connected plan.
4. Cultivate attention.
5. Cultivate a tendency to trust the memory.
6. Cultivate the habit of associating things easily remembered with those recalled with greater difficulty.
6. Remarks. } 1. Do everything with attention.
2. Things are easily forgotten because they are not accurately known.

LECTURE VIII.—COURSE OF STUDY.

COURSE OF STUDY.

- | | | | | |
|--|-----------------------|----------------------------|---|---|
| 1. | The
prime end. | { | 1. The development of the mental powers. | |
| | | | 2. The development of moral powers. | |
| | | | 3. The formation of good habits of study. | |
| | | | 4. The acquisition of knowledge. | |
| 2. | Sources of knowledge. | { | 1. Meditate—language—books. | |
| | | | 2. Immediate—observation—intuition. | |
| 3. | How determined. | { | 1. With reference to the above named end. | |
| | | | 2. With reference to the natural order of the mind's development. | |
| | | | 3. With reference to the nature of the different branches of study and the relation of those branches to the different faculties of the mind. | |
| 4 | Departments. | { | Primary instruction | |
| | | | { | 1. Lessons in natural history,—principally object lessons. |
| | | | | 2. Language. { Reading, vocal culture, &c., spelling, language lessons, essays, letter-writing, &c. |
| | | | | 3. Numbers, arithmetic, &c. |
| | | | | 4. Lessons in geography and history—Instruction, in most part, oral. |
| | | 5. Penmanship and drawing. | | |
| | | { | Secondary instruction. | |
| | | | { | 1. Natural science. |
| | | | | 2. Language. { Reading, elocution, &c.; English or some other language, essay writing continued. |
| | | | | 3. Arithmetic, Algebra, &c. |
| 4. Geography and history, with essays. | | | | |
| 5. Lessons in political and moral science. | | | | |
| { | 6. Drawing. | | | |

LECTURE VIII.—COURSE OF STUDY.

PRINCIPLES STATED.

1. All courses of study, methods of instruction and government should be determined with reference to the formation of correct habits and the natural development of powers.

2. A normal development of powers through the impartation of useful knowledge is ideal success in teaching.

3. They who love learning will have learning.

4. The subject matter in a course of study should be selected with reference to the natural order of the mind's development, the purity of the thought to be infused, and the practical needs of the pupil. "Children should be taught only what they are capable of understanding."

5. The development of the moral and intellectual powers is more important than the acquisition of knowledge.

6. The mind should occupy itself with different departments of study in a philosophical order.

LECTURE IX.—PRELIMINARY WORK OF TEACHER.

PRELIMINARY WORK OF TEACHER.

1. Before opening
a term of school.

1. There should be a definite understanding between teacher and employers.
2. A comfortable boarding place should be secured,
3. Teacher should see that the school room { 1. Clean. 2. Furniture and fixtures properly arranged
4. Teacher should have a definite plan of organization.

The above results should be secured before the morning on which the School commences.

5. The seating and partial classification of pupils before the formal opening of the school.

2. Preparation
for each day's
work in term
time.

1. To see that the school room is put in order.
2. The preparation of each lesson likely to come up during the day.
3. The consideration of any miscellaneous work likely to come up during the day.
4. The examination of such work, brought up by pupils, as it was not convenient to examine during the recitations.

LECTURE IV.—PRELIMINARY WORK OF TEACHER.

REMARKS.

1. The teacher who comes to a clean and well-arranged school room, on the first morning of school, with a definite plan of organization and work, will be apt to have a pleasant day for himself, and be likely to make a favorable impression upon his pupils that will last through the term.

2. It is important that the preliminary work of each day be done in most part the day before, that the teacher may begin the day's work rested and refreshed.

3. The exercise of a proper precaution in looking after the arrangement, temperature, ventilation and cleanliness of the school room before the commencement of the day's work, and before the commencement of work after each recitation, will yield a rich reward in the order and progress of the pupils and in the ease and satisfaction of the teacher.

4. The teacher who goes into school with the lessons of the day all thoroughly prepared will have but little need of reference to the text during the recitations. Thus freed from a dependence on the text-book, the teacher is at liberty to give the more attention to the subject matter of the lesson and to the general wants of the school.

5. In preliminary work the teacher often meets with that which is called by some school-room drudgery. Such is not the most pleasant part of school work, but it is essential, and if not done by some one else it should be done by the teacher. A love for the work and an abiding interest in those for whom we have undertaken to labor is the best panacea for all such ills.

LECTURE X.—PROGRAMME.

PROGRAMME

- | | | | | |
|--------------------|---|---------------------------|--|---|
| Principles Stated. | { | 1. Prime | { | 1. Economy of time. |
| | | End. | | 2. Aid in the government of the school. |
| | | | | 3. Interested work among the pupils. |
| | | 4. Justice to each class. | | |
| | | 5. Good habits of study. | | |
| { | 2. How determined. | { | 1. By the nature of the studies. | |
| | | | 2. By the age and advancement of the pupils. | |
| | | | 3. By the size of the classes. | |
| | | | 4. By the number of classes. | |
| | | | | |
| { | 1. Arrange for the less interesting studies when pupils are most inclined to study. | { | 2. The best time to have a student recite is when he feels least inclined to study. | |
| | | | 3. The largest classes should recite when pupils are most restless. | |
| | | | 4. The younger the pupils, the shorter and the more frequent the recitations. | |
| | | | 5. The mind should occupy itself with different departments of study in a philosophical order. | |
| | | | 6. He has the most time who best uses the time which he has. | |
| | | | | |

PROGRAMME.

Time.	STUDIES AND EXERCISES.
8 30	.....Opening exercises.
8 40	.....*First reader class.
8 50	.....Grammar class.
9 20	.....†Primary geography and history.
9 45	.....First reader class.
10	.....Second reader class.
10 20	.....Third reader.
10 45	.....Recess.
	.....||Place work on board to be copied by class in numbers.
11	.....Geography and history.—A. class.
11 25	.....Language lessons
11 45	.....Class in numbers.

	.....Noon.
	.....||Place work on board to be copied by class in first reader.
1 30	.....Arithmetic.—A class.
2	.....First reader class.
2 15	.....Arithmetic.—B. class.
2 40	.....Penmanship.
3 05	.....Recess.
3 20	.....Oral lessons.
3 30	.....Second reader class.
3 45	.....Fourth reader.
4 05	.....First reader class.
4 15	.....Orthography or phonics.
4 30	.....Closing.

*First reader class includes the chart class

†Geography and history are taught conjointly

||This may be done during recess or at close of recess before recitations.

The subject matter of a programme can not be fully arranged till the wants of the school are known. The above is given as suggestive of what may be the programme of an ordinary district school.

LECTURE XI.—THE RECITATION.

THE RECITATION.

- | | | |
|-----------------------|---|--|
| 1. Prime end. | { | 1. Development of powers—chiefly of expression. |
| | | 2. Increase of pupil's knowledge of subject matter. |
| | | 3. To awaken an interest in subject matter. |
| | | 4. To teach pupils how to study. |
| | | 5. To stimulate thought and create an enthusiasm for study. |
| 2. Work to be done. | { | 1. Review of previous lesson. |
| | | 2. Examination of work done by pupils. |
| | | 3. Discussion of subject matter. |
| | | 4. Assignment of new lesson. |
| 3. Position of class. | { | 1. Should be in convenient view of the blackboard, |
| | | 2. Class should be so situated that teacher can see the eyes of each member from different points in the room. |
| 4. Order of reciting. | { | 1. There should be no head to the class? |
| | | 2. Call on the timid and disinterested often. |
| | | 3. The manner of reciting should be free and natural. |
| | | 4. The subject matter of the lesson should be introduced in a systematic order. |

LECTURE XI.—THE RECITATION.

REMARKS.

1. Though the parts of a recitation will not, as a rule, be in the order above given, yet these are essential parts of a recitation and should be regarded.

2. The assignment of the lesson generally receives too little attention. Each pupil should have assigned him something definite to do that he can do and that will occupy his time.

3. A common error in assigning a lesson is in attempting too much. This leads to a lack of thoroughness and hence a lack of interest.

4. "Schools spend too much time in teaching facts, and not enough time in teaching methods of study."

5. Teacher should guard against the habit of talking too much in the recitation. It is the part of the pupils to recite the lesson and not the teacher.

6. A pupil is best helped when encouraged to help himself.

7. The *true* teacher is an inspiration to effort and not one who simply imparts instruction.

8. The most satisfactory method is that which will secure the greatest amount of work from each member of the class at each recitation.

9. The recitation should not proceed in the presence of inattention and disorder.

10. The influence of the recitation should be to direct the minds of the class to the subject and not so much to the contents of the text, and to develop in the pupils habits of self-reliance in place of too much dependence upon the help of the teacher.

11. The student that knows least about the lesson has the greatest need of the recitation.

12. "One difficulty at a time to children."

SCHOOL GOVERNMENT.

INTRODUCTORY REMARKS.

School government is generally regarded as the most difficult part of school work.

It has been estimated that ninety per cent. of all the failures in teaching have had their origin in bad government. Closely related to the above conclusions is an idea somewhat prevalent among educators and others, that the power of governing is a part of the individuality—that government is neither an art nor a science—that it is a “natural gift,” rather than a power that can be acquired by observation, study and practice.

Some persons are, by nature, better adapted to the work of school government than others. Just so we find some persons more naturally adapted to the study of mathematics, some to the natural sciences, and some to the study of the languages.

While one branch of study may be learned more readily by one person, and another more readily by another person, a general knowledge of either branch may be acquired by any one who will give it sufficient attention and effort.

And cannot the same be said with reference to school government?

A knowledge of mathematics implies an acquaintance with certain general principles in their application to the solution of problems and the demonstration of theorems.

What of school government? Is it not also a science? Are there not certain general prin-

ciples that underlie the control and discipline of children?—principle that may be learned and observed by teachers with definite and practical results, just as one may learn and employ the principles of mathematics, chemistry, physiology, or any other science.

And is it not the case that the successful governor is successful largely because of his obedience to these laws or principles?

If school government is a science then we are able to explain why it is that we have so many failures. Those who have had instruction in government have studied it more as an art than a science.

It has been too much the custom to study the plans of successful governors and managers of schools and then endeavor to govern as they governed. Normal schools have thus far done but little more than instruct their pupils in empirical methods.

Some very excellent methods have been introduced and in a large number of cases very much to the improvement of the schools. Yet on the introduction of these same methods under different circumstances, there have been some bad results.

These facts do not show that there can be no satisfactory methods, so much as they show that methods must not be empirical. They must be able to adjust themselves to new circumstances and therefore cannot be determined by experience alone; they must be based on principles as well. School government is both a science and an art. As a science, mental and moral philosophy and physiology form the basis.

LECTURE XII.—SCHOOL GOVERNMENT.

SCHOOL GOVERNMENT.

1. A means to an end.

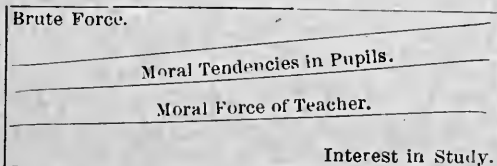
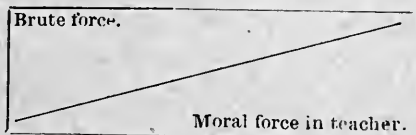
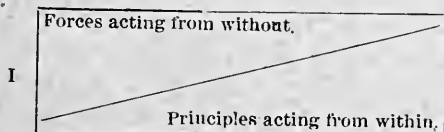
2. The end. { 1. Development of powers.
2. Formation of good habits.
3. Protection of individual rights.
4. The facilitation of instruction.

3 Kind. { 1. Government from within - self-government.
2. Government from without.

1. As to class. { 1. Influence acting from without. { 1. Moral force in the teacher.
2. Brute force.
2 Principles acting from within. { 1. Intelligence.
2. Mor'l strength.
3. Interest in study.

4. Governing forces.

2 As to relation.



LECTURE XIII.—SCHOOL GOVERNMENT.

SCHOOL GOVERNMENT.

- | | | |
|---|---|--|
| 5. Collateral
aids to gov-
ernment. | { | 1. A good classification of School. |
| | | 2. A clean and well arranged school room. |
| 4. Comfort
of pupils. | { | 3. A wholesome industry among the pupils. |
| | | Temperature of school room. |
| | | Ventilation of school room. |
| | | Seats, posture, &c. |
| | | 5. A systematic plan for calling and dismissing classes. |
| | | 6. Well conducted recitations. |
-
- | | | | | | | | | |
|----------------------------------|---|---------------|---|---|---|-------------------------------------|-------------|---------|
| 6. Rules, Penalties, &c. | { | 1. Rules. | { | 1. Number. | | | | |
| | | | | 2. When made | | | | |
| | | | | 3. By whom made. | | | | |
| | | 2. Offences. | { | 1. Kind. | { | 1. As to intent. | { Criminal. | |
| | | | | | | Not criminal. | | |
| | | | | 2. How treated | { | 2. As to circumstances. | { | Public. |
| | | | | | | | | Secret. |
| | | | | | | From a knowledge of the motive | | |
| | | | | | | From the nature of the offence. | | |
| | | 3. Penalties. | { | 1. Kind. | { | Should not be stated to the school. | | |
| There is great power in mystery. | | | | | | | | |
| 2. Where inflicted. | { | | | Depends on the nature of the offence. | | | | |
| | | | | Not, as a rule, in presence of the school. | | | | |
| 3 When inflicted. | { | | | Depends on the nature of the individual and the circumstances of the offence. | | | | |

LECTURE XIV.—SCHOOL GOVERNMENT.

SCHOOL GOVERNMENT.

7. Musts and Don'ts.

Musts.

- 1 Teacher must so instruct as to awaken an interest.
2. Teacher must exercise common sense.
3. Teacher must respect his personal appearance and cultivate good habits.
4. Teacher must have broad views—be unselfish and tolerant.
5. Teacher must be precautions.
6. Teacher must have confidence in humanity.
7. Teacher must have faith in God.
8. Teacher must govern himself.
- 9 Teacher must be natural.

Don'ts.

1. Don't say too much about order.
2. Don't make threats.
3. Don't get out of } By loud talking, heavy
order yourself { walking, &c.
4. Don't look for acts of disobedience—look for the best.
5. Don't treat your pupils as though you are afraid to trust them.
6. Don't expect too much of children.
7. Don't be perplexed by the noise and pranks of pupils.
8. "Don't trouble trouble while trouble don't trouble you."
9. Don't scold or use tobacco.
10. Don't adhere too closely to non-essentials of any system.
11. Don't neglect to take advantage of auxiliary aids.

LECTURE XIV.—SCHOOL GOVERNMENT.

PRINCIPLES STATED.

1. "The aim of your discipline should be to produce a self-governing being, not to produce a being to be governed by others."—*H. Spencer*.

2. "We might as well expect children to be ten feet high as to expect them to have judgement in their tenth year."—*Rossetti*.

3. "A teacher who furnishes that regular and constant occupation which commands the attention of all the pupils during the several exercises of the day, thereby gives the best assurance of ability to manage a school successfully.

Indeed the secret of maintaining good discipline chiefly lies in this."—*Henry Kiddle*.

4. Activity is a law of childhood, Success as a teacher depends upon the proper guiding of this activity.

5. "The best order does not consist in maintaining any fixed posture, nor in absolute quietness, but rather in that interested attention to the lessons which so occupies the minds of the pupils as to leave no inclination for disorder."—*V. A. Calkins*.

6. "The secret of successful discipline lies almost wholly in the ability of the teacher to give every pupil something to do just suited to his capacity."—*Lind*.

7. Kindness is power; love and not fear is the greater ruling principle—fable of the wind and the sun.

8. Rewards and punishments are but necessary evils. They appeal to the lower feelings and may be appealed to when higher motives fail.

9. Bad acts repressed are not good habits formed.

10. The end of government is fully attained only when order is maintained through the development of substantial character.

11. Ability to *govern* well implies the ability to *instruct* well.

12. "The spirit of a gentleman depends on nothing so much as upon the sentiment of self-respect. It is a higher principle than the love of applause. It looks to the actual attainment while the latter looks to what may be thought to be. It makes one control his appetites, his passions, and his speech. Without it a person can neither win nor retain the respect of others; with it he cannot fail to be respectable and respected."

LECTURE XV.—TEACHING READING.

TEACHING READING.

1. Prime end.
 1. Ability to gather the ideas expressed by the writer.
 2. Ability to convey these ideas to the minds of others.
 3. Ability to understand complex language readily.
 4. Culture in language.
 5. Cultivation of a literary taste.
2. Special end in recitation.
 1. Culture of the voice.
 2. Culture of the eye.
3. Qualities of good reading.
 1. Correct pronunciation of words.
 2. Firmness and distinct articulation in the enunciation of words.
 3. Natural emphasis.
 4. Natural expression.
4. All reading should be natural.
5. Selections read should not be beyond the pupils' comprehension.
6. Pupils should be required to memorize choice selections for drill exercises.
7. In first, second and third readers all, or a portion, of each lesson should be printed on paper or slate, till pupil can write, then written in script.
8. Work in recitation.
 1. A general drill on sounds and enunciations.
 2. Reading—collectively and individually.
 3. Spelling and examination of work done out of class.
 4. Assigning lesson—read lesson alone or with class.

LECTURE XVI.—TEACHING LANGUAGE.

TEACHING LANGUAGE.

1. Defined. { Language is a medium for transmitting thought. The means by which we have access to accumulated knowledge.
2. Prime End. {
 1. Ability to express thought clearly, distinctly, and readily. { By voice.
By writing.
 2. Ability to gather thought from the printed or written page—to readily understand a complex proposition.
 3. A taste for good literature.
 4. A formal discipline of the intellect in receiving and expressing thought.
 5. A knowledge of language. { Its history.
Its nature and structure.
3. Methods. {
 1. Imitative
 2. Scientific.—Grammar proper.
4. The first four of above ends may be attained {
 1. By copying sentences on slate or paper.
 2. By expressing thought in sentences. { Written.
Spoken.
—Language Lessons.
 3. By memorizing and speaking choice selections in literature.
 4. By reading choice literature and expressing the thoughts of the writer in one's own language.
 5. By writing essays, &c.
5. A knowledge of a language may be obtained by a systematic study of its words and structure.—Grammar proper and the history of language.

LECTURE XVI.—TEACHING LANGUAGE.

REMARKS.

1. Language may be studied either as an instrument to be used or a subject matter to be investigated and understood. It may be studied as an art or a science.

2. It is the province of language lessons to teach language simply as an art—to teach pupils the correct use of language both in speaking and writing.

3. Grammar proper is the study of language as a science. In studying language as a science it is the purpose to discover the laws that regulate its use.

4. Language lessons should precede formal grammar.

5. Special attention should be given to written language.

6. If children can write a language correctly they will be apt to speak it correctly.

7. The correction of current errors in speech should have daily attention.

8. The study of language as a science is based on the classification of words.

9. The unit of grammatical study is the sentence.

10. Words are classed with reference to their uses in a sentence.

11. A definition enumerates the uses a word must have in a sentence in order that it belong to a certain class.

12. The idea of a class should precede its definition.

13. Words should be first classed simply as nouns, verbs, adjectives; &c., and *afterwards* distributed under their sub-classes.

14. In language lessons and in the commencement of grammatical study the method of instruction should be largely oral.

15. Letter writing, or essay writing should accompany the study of language.

16. They who would understand a language must know its history.

LECTURE XVII.—HISTORY.

HISTORY.

- | | | | | |
|------------------------------|---|--|---|--|
| 1. Its relation to Geography | { | 1. The characteristics of a people are influenced by the physical features of the country in which they live. | | |
| | | 2. The industries of a country are determined by its natural resources. | | |
| | | 2. An acquaintance with the place makes the remembrance of an event more lasting. | | |
| | | | | |
| 2. Its value as a study. | { | 1. As a means of culture. | | |
| | | 2. As a collateral aid in the study of other subjects. | | |
| | | 3. As a source of valuable experience. | | |
| | | 4. As an influence upon the moral nature. | | |
| | | 5. As a basis of political and social prescience. | | |
| | | 6. As a means of broad culture. | | |
| 3. Method of study. | { | 1. It should be topical | | |
| | | 1. The topical method is the natural method. | | |
| | | 2. It makes prominent the most important characters and events of history. | | |
| | | 3. It concentrates the investigations of the student upon these important subjects instead of upon the contents of the text. | | |
| | | 4. It encourages independent thought and research. | | |
| | | 2. The subjects should be studied in a systematic order. | | |
| | | 3. Classes should be exercised in recitations, classifications and historical essays. | | |
| | | 4. Remarks | { | 1. The principle of cause and effect should be the basis of historical study. |
| | | | | 2. The student of history is brought into the companionship of the good and great. |
| | | | | 3. History is a reflection of human nature. |

LECTURE XVIII.—GEOGRAPHY.

GEOGRAPHY.

1. Its relations to history and the natural sciences.

2. Its value as a study.

1. It broadens the intellectual vision.
2. It enlarges the moral sympathies.
3. It tends to develop a tolerant spirit.
4. It cultivates a tendency to observe the relations of causes and effects.
5. It creates a thirst for knowledge—especially a knowledge for history and natural sciences.
6. It gives an idea of the form and surface of the earth, with a knowledge of its climate, soil, animals, chief products. &c.
7. It teaches of the different nations, their political and commercial relations, their civilization, resources, &c.

3. Method of teaching.

1. Proceed from the known to the unknown.
2. Commence by studying the school grounds, or some other convenient plot, and thus study by observation before studying by map.
3. The recitation should generally be discursive and conversational.
4. Map drawing and essay-writing should accompany the study of geography.

LECTURE XVIII.—GEOGRAPHY.

REMARKS.

1. The Geographical interest of a place increases as one becomes acquainted with its history.

2. There is a very close relation between the physical features of a country and the industries of its people. These features, such as the configuration of the surface, the climate, soil, &c., should have a prominent place in the first lessons in geography.

3. The natural method requires that the teacher often lead the class on imaginary journeys along the lakes and rivers, through valleys, over mountains, or follow with the pupils the ships in their voyages across the ocean, and thus make the recitation as natural and life-like as possible.

4. The writing of short essays on geographical subjects from analyses given by the teacher proves an interesting and profitable exercise in connection with the study of geography.

LECTURE XIX.—THE NATURAL SCIENCES.

THE NATURAL SCIENCES.

THE NATURAL SCIENCES.	1. The end.	1. Mental discipline.	<ul style="list-style-type: none"> In observation. In generalization. In inductive reasoning.
		2. Moral discipline.	<ul style="list-style-type: none"> 1. By leading the mind into pure channels of thought. 2. By awakening an appreciation of law as the basis of harmony.
		3. Æsthetic culture.	<ul style="list-style-type: none"> By the observation and study of the beautiful in nature.
	2. Method of study.	4. An acquaintance with natural laws in their relations to natural phenomena.	<ul style="list-style-type: none"> 1. As a source of pleasure. 2. As valuable in the application of science to the arts.
		1. Proceed from the known to the unknown; from the individual to the class.	
		2. Commence by studying objects and phenomena that are common, and thus study by observation before studying by use of the text.	
	Principles stated.	3. Study by subjects or natural objects, using books simply as helps.	
		4. Recitations should be largely discursive—students observing and expressing their ideas of observation.	
		5. Subjects should be studied in a systematic order.	
		6. Pupils should be encouraged to collect specimens.	
		7. Pupils should express the results of their observations and research in written classifications or essays.	
		1. "Read nature; nature is a friend to truth. Nature is Christian, preaches to mankind and bids dead matter aid us in our creed."	
		2. "The beautiful is a manifestation of the secret laws of nature, which but for this appearance had been forever concealed from us."	
		3. "Every truth is connected with every other truth in the universe of God."	

LECTURE XX.

CHARACTERISTICS OF THE IDEAL TEACHER.

-
1. A cheerful and hopeful disposition.
 2. A frank and trustful nature.
 3. Self-reliance and firmness.
 4. Agreeableness.
 5. Neatness.
 6. Punctuality.
 7. A non-partisan spirit.
 8. Sympathy.
 9. Originality.
 10. Naturalness.
 11. An appreciation of true character.
 12. An interest in children.
 13. Strong faith in the possibilities that lie hidden in the child.
 14. A love of the work.
 15. Broad and thorough scholarship—mastery of subjects to be taught.
 16. Aptness to teach.—Teaching power.
 17. Faith in humanity.
 18. Faith in God.

A LIST OF BOOKS, RECOMMENDED FOR THE TEACHER'S LIBRARY

Pedagogical.

How to Teach—*Henry Kiddle.*

Laurie's Primary Instruction.

Quick's Educational Reformers.

The Cyclopædia of Education.

—*Henry Kiddle and A. J. Schem.*

(The Dictionary of Education based on the above is a lower priced work.

Primary Object Lessons.--*N. A. Calkins.*

Education —*Herbert Spencer.*

Normal Methods of Teaching —*A. Holbrook.*

Lectures on Teaching.—*J. G. Fitch.*

Methods of Teaching.—*John Sweet.*

Methods of Teaching and Studying History.

—*G. Stanley Hall.*

Common School Law.—*Bardeen.*

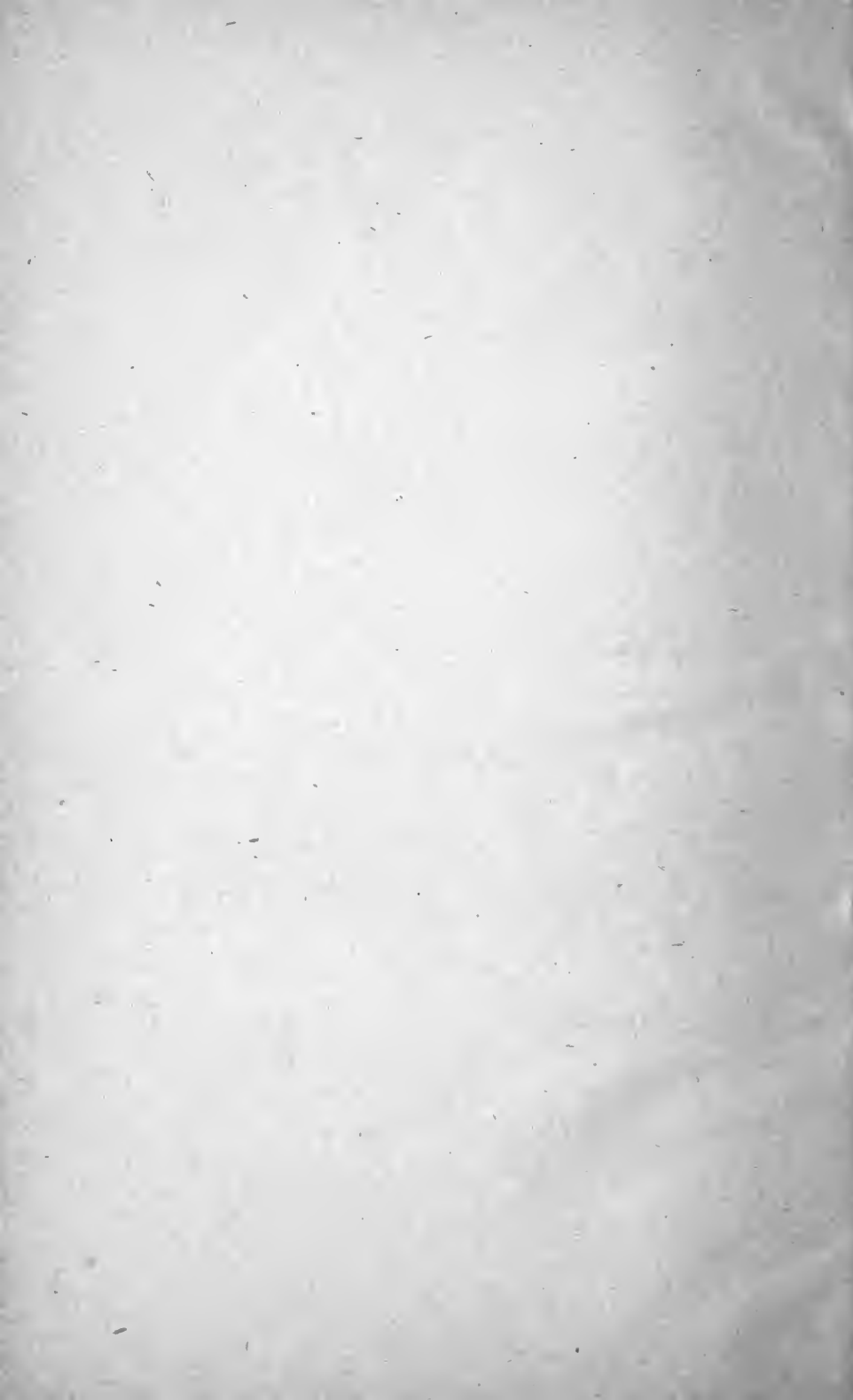
Psychological.

Outline Study of Man —*Mark Hopkins.*

The Law of Love, and Love as a Law.—*Mark Hopkins.*

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